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ABSTRACT

This cost analysis reports on a year-round education program in the Oxnard School District, California. Twelve of the district's 15 K-8 schools are maintained on four staggered year-round education tracks; a fifth track offers the traditional calendar to two schools. Year-round education was implemented in 1976 to accommodate a sudden increase in student enrollment during a period of funding limitations. Cost effectiveness is analyzed in terms of past, present, and projected financial and enrollment data, which are presented in tables throughout the report. Three methods of cost analysis demonstrated lower costs than traditional schools because of the per-pupil cost advantage in maintaining a larger student population with classes (tracks) spread through a 12-month calendar. Questionnaires that solicited parents' perceptions of the programs (appended to the report) reveal definitive support. Year-round education has shown a substantial saving in operational and capital expenses. The report's 10 attachments include the schools' yearly enrollment figures, school calendars, student assignment procedures, and performance requirements for personnel. (CJH)

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A COST ANALYSIS OF YEAR-ROUND EDUCATION IN THE OXNARD SCHOOL DISTRICT

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February 5, 1986

Norman R. Brekke
Superintendent
Oxnard School District

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A COST ANALYSIS OF YEAR-ROUND EDUCATION IN THE OXNARD SCHOOL DISTRICT

Norman R. Brekke
District Superintendent

A Presentation to the 17th Annual Meeting of the
National Council on Year-Round Education

Anaheim, California

February 2 - 5, 1986

The Oxnard School District—General Information

The Oxnard School District is a K-8 school system serving approximately 11,000 students within the City of Oxnard, California.

The District, desegregated by a federal court order in May, 1971, currently has a student population which is 68% Hispanic, 22% White, 6% Black, 2% Asian and 2% Filipino.

Oxnard, located on the Pacific Coast midway between Los Angeles and Santa Barbara, is one of the state's prime agricultural areas (citrus and vegetables) and a major food processing center. According to an October 18, 1983 economic forecast by Chase Econometrics, a Philadelphia-based firm, Oxnard will be the second-fastest growing city in the United States over the next decade, largely because of an increase in defense and related industries. In February, 1981, Money magazine reported that Oxnard was the seventh-fastest growing city in the nation. The city's current population is estimated at 120,000 -- double its count in 1965. This growth in population, during a period of extreme funding limitations for new school facilities, has required that the District make the most economically efficient use of its 15 schools through phased implementation of a Year Round Education program.

To accommodate this growth in student enrollment, the Oxnard School District initiated its YRE/T program with the 1976-77 school year; and, as the need required, expanded the program to other schools as indicated below: (See Attachment A)

Marina West (K, 1-3)	1976-77
Rose Avenue (K, 4-6)	1976-77
Driffill (K-6)	1980-81
Juanita (K, 1-3)	1981-82
Curren (K, 4-6)	1981-82
McKinna (K-6)	1982-83
Kamala (K-6)	1982-83
Ramona (K, 1-3)	1982-83
Sierra Linda (K, 4-6)	1982-83
Fremont (7-8)	1982-83
Haydock (7-8)	1983-84
Lemonwood (K-6)	1985-86

During the 1985-86 school year, the Oxnard School District maintains ten YRE/T elementary schools; two YRE/T intermediate (7-8) schools, two traditional elementary schools, plus a 70-student school on a traditional calendar for severely handicapped youngsters.

Planning is currently in progress for the construction of a new elementary school to be completed by July, 1987.

All YRE schools of the District are maintained on the 60-20 plan, with four staggered YRE tracks, plus a fifth track offering the traditional school year calendar. The 1985-86 YRE/Traditional school calendar is provided as Attachment B of this report.

While the District presently offers five calendar (or vacation) options, it is estimated that within the next two years, it may become necessary to eliminate the traditional calendar option in some schools in order to accommodate an increasing student population. When all students enrolled in a school are scheduled into YRE tracks, the school then has the potential to approach a 100% use efficiency. For each unit of three seats occupied by students in a traditional (September through June) school year, four students can share those same seats in our YRE program. Stated in another way: a school with a traditional year student capacity of 750 students may enroll 1,000 YRE students with no more than 750 students in attendance at any time and with no reduction in the length of school day or total days of instruction within a school year. (See Attachment C)

In general, YRE has been extremely well accepted by parents, students, and the staff of the Oxnard School District. The program, among its many financial and educational advantages, has made it possible for the District to present an educational program with maximum financial economy during a time when school building and operational funds have been very limited. YRE is one of the major factors which has contributed to the relatively secure fiscal condition of the Oxnard School District -- without compromising the quality of its educational program.

YRE: Its Cost Effectiveness Can Be Demonstrated

Schools today are facing a crisis. On the one hand, the public and education professionals are being bombarded with prestigeous studies which purport to document the general failure of our public schools, with urgent and far-reaching recommendations for educational reform. On the other hand, limited educational funding is forcing school managers to consider equally urgent and substantial measures to assure the greatest possible return on the instructional, operational and capital improvement (facilities) dollars.

While our primary concern is educational quality, cost effectiveness has become a fundamental educational issue.

Dr. Frank W. Davis of the University of Tennessee makes a profound observation concerning the cost effectiveness of our schools when he states that:

> "A service organization does not produce a product, but rather builds capacity to serve. A hotel produces the capacity to house a given number of guests each day. A hospital produces the capacity to perform X hours of surgery and to house Y patients. A school develops the capacity to process W students per academic year; there is no value in unused capacity. There is no public benefit in empty hotel rooms, unused operating rooms, or school classrooms vacant from June to September. Community value occurs only to the degree that the capacity is used. Idle capacity is a total loss, creating only cost while providing no benefit."

For any school district, in these years of lean budgets and mandates for educational reform, the basic issue is effective use of available resources -- funds and school facilities.

During the past two decades, the public schools have experienced a significant and damaging erosion of public confidence. Behind this erosion of confidence is the feeling that schools are not cost-effective -- that they do not bring a return comparable to the amount of money society spends to support them.

If IBM, 3-M, and General Motors closed their nationwide facilities and "vacationed" their personnel for three months each summer, their lack of cost-effectiveness would most certainly lead to an early demise.

Similarly, a school system, such as the Oxnard School District with 15 schools valued at $52 million standing idle for one-fourth of the calendar year, is hardly an example of responsible cost-effectiveness.

A 4-school district with a student population on a traditional (September to June) school calendar can realize a very significant cost-saving by housing its students in 3 schools on a Year Round

Education calendar. While YRE is often considered an effective option in districts with a shortage of classroom space, it, likewise, may be an equally effective option in districts with declining enrollments. Schools with low enrollments and empty classrooms are simply not cost effective.

A growing school district utilizing its schools to a 100% capacity for 12 months with YRE produces a cost-effectiveness which can enhance the quality of the instructional program, and substantially reduce the operational and facility costs otherwise required by a traditional school year program.

While the Oxnard School District has had YRE/T schools since 1976, only during the past four years has an effort been made to analyze and compare the variable cost factors attributable to YRE and the traditional school year programs.

It has been our experience that YRE yields some significant savings in both operational and capital expenditures.

The 1984-85 operational savings attributable to Oxnard's YRE program was $130.92 per unit of ADA less than comparable costs for students enrolled in the District's traditional schools. This saving totalled $908,061. This cost advantage, which will increase as YRE classes are added in future years, is a continuing, annual benefit to the Oxnard School District.

This cost advantage has allowed the District the opportunity in recent years to substantially increase staff salaries and to implement system-wide curricular and support services.

A first-year teacher beginning with the 1985-86 school year with a full California teaching credential (BA + 30 semester units) earns an annual salary of $20,245; approximately one-fourth of the District's 450 teachers are earning $40,028 (BA + 75 semester units with an MA)

To assure maximum fiscal solvency, the District retains contingency budget reserves totalling $1,448,032 -- 4% of its $36,032,057 general fund budget.

The District's capital (facility cost) saving, as of September, 1985 is approximately $5 million. At the current rate of student growth, the capital saving will be well over $10 million in four years.

Approaches to an Analysis of YRE Costs

Though YRE in its varied forms has been about for many years, many YRE districts have not done comprehensive cost comparison studies for YRE and traditional school year programs.

We are frequently asked the question: Does YRE cost more or less than operating a traditional school year program? The answer may be Yes or No depending upon a district's classroom space and its student population.

If a YRE option is offered as an alternative program when there is no need to more efficiently utilize classroom space/school facilities to house a student population which may exceed a district's available classrooms, YRE may result in additional cost.

If, on the other hand, YRE is offered as a program to serve a student population which exceeds the available classrooms required for a traditional school year program, YRE has the potential for a very significant cost-saving advantage. Such a condition exists within the Oxnard School District.

Three cost-analysis approaches, based upon the conditions existing within the Oxnard School District, have been made to identify the cost-related factors of YRE and the traditional school year program:

(1) Computing only those operational costs incurred by a YRE program during the summer vacation months when the traditional school year program is not in session. (If a school district has no problem housing its students in a traditional school year calendar, these excess costs are significant.)

(2) Computing and comparing the per student (ADA) operational expense during the 12-month period for those pupils enrolled in the District's YRE/T and Traditional program.

(3) Computing the capital costs for those (additional) school facilities and the operational expenses required for the enrollment exceeding the district's available classroom space, which can be avoided by a conversion from a traditional to YRE school program.

An analysis utilizing these three computational approaches has been made for the 12 YRE/Traditional and 2 Traditional-only schools operating within the Oxnard School District during the 1984-85 school year. (San Miguel School, a facility serving approximately 70 severely handicapped students operating on a traditional school year, has been excluded from this analysis.)

The most valid comparisons of YRE and non-YRE (traditional) costs, we believe, result from a computation which yields the ADA unit expense per student in each program (YRE Program Cost Analysis 2) and the cost benefits which can be attributed to maximum (12 month) utilization of school facilities (YRE Program Cost Analysis 3).

The following 1984-85 financial and enrollment data for the District's YRE/T and Traditional schools were utilized in preparing this analysis.

YRE/T AND TRADITIONAL SCHOOL ENROLLMENT: 1984-85 SCHOOL YEAR
(November 21, 1984) Excluding ONE Traditional School for Handicapped Students

TRADITIONAL SCHOOLS		YRE/T SCHOOLS			
School	Students	School	Students YRE	Trad.	Total
Elm (K-6)	507	Curren (K, 4-6)	630	113	743
Harrington (K-6)	399	Driffill (K-6)	803	194	997
Lemonwood (K-4)	432	Fremont (7-8)	791	351	1142
TOTAL	1,338	Haydock (7-8)	736	174	910
		Juanita (K, 1-3)	702	87	789
		Kamala (K-6)	712	154	866
		Marina West (K, 1-3)	492	377	869
		McKinna (K-6)	611	188	799
		Ramona (K, 1-3)	379	183	562
		Rose Avenue (K, 4-6)	465	299	764
		Sierra Linda (K, 4-6)	623	171	794
		TOTALS	6,944	2,291	9,235
			(75.2%)	(24.8%)	

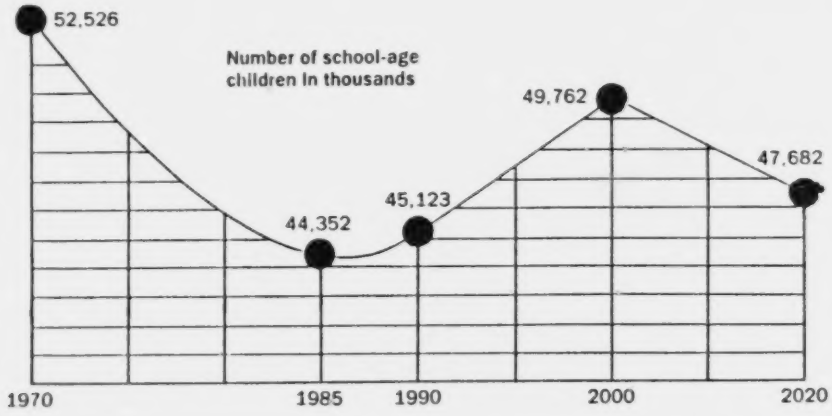
Enrollment Projections

The 1985-86 school year began with a 3.3% increase in student enrollment (356 students) which has been a rather consistent pattern for the past 10 years.

Since 38% (133) of these 356 new students were enrolled in kindergarten, there is clear evidence that a baby boom is in progress.

This phenomenon becomes especially evident when the District's 1985-86 kindergarten enrollment of 1468 is compared to the eighth grade enrollment of 1018 -- a difference of 450 students. Stated another way: the entering kindergarten class is 44% larger than the graduating eighth grade class.

The National Center for Education Statistics and the U.S. Bureau of the Census predict that this increase in kindergarten enrollment will continue through the year 2000.



Source: National Center for Education Statistics and U.S. Bureau of the Census

The seven-year projection of enrollment for the Oxnard School District is indicated below:

YEAR	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
K	1468	1513	1568	1623	1678	1733	1788	1843
1	1373	1471	1526	1581	1636	1691	1746	1801
2	1230	1377	1466	1521	1576	1631	1686	1741
3	1190	1166	1328	1417	1463	1528	1583	1638
4	1151	1201	1177	1340	1429	1484	1539	1594
5	1137	1198	1203	1179	1342	1431	1486	1541
6	1047	1176	1192	1197	1173	1336	1425	1480
7	1007	1025	1146	1162	1167	1143	1306	1395
8	1018	1029	1019	1140	1156	1161	1137	1300
TOTAL		11,156	11,626	12,161	12,630	13,138	13,696	14,333
ANNUAL CHANGE		+454	+470	+535	+469	+508	+558	+637

While the District's next new school is not scheduled for completion until the fall of 1987, it appears evident that at least four additional schools must be constructed by the fall of 1992.

Non-variable School Expenses for YRE/T and Traditional Schools

Teacher Salaries/Benefits

Instructional Supplies*

Textbooks*

Capital Outlay*

Equipment Replacement*

Study Trips*

Special Education Services*

District Compensatory Education*

School Lunch Program

Gardening/Grounds

*Funds appropriated on an enrollment count or on an established pupil/teacher ratio formula by grade level.

Variable (Additional) Expenses for YRE/T Schools

Administrator Salaries/Benefits

Instrumental Music Teacher Salary/Benefits

School Secretary Salary/Benefits

Clerical Salaries/Benefits

Custodial Salaries/Benefits

Maintenance

Utilities

Equipment (Portable Cabinets)*

Equipment (Office)*

* One-time (first-year) cost

Federal-State Categorical and Special Education Funds

Federal, state and district-provided compensatory and special education funds have been excluded from this cost comparison of YRE/T and traditional schools. These funds are designated for pupils who meet the specific eligibility criteria as established for each compensatory/categorical or special education program. Funds available from the various compensatory and special education programs have been spread through the full twelve months when YRE/T schools are in session. Eligible students enrolled in any of the four YRE tracks receive the same categorical and special education services as their counterparts enrolled in the traditional school calendar.

The Oxnard School District does not incur greater costs on a per-pupil basis for YRE students eligible for compensatory and/or special education services because members of the professional staff work a modified duty year. A teacher of SOLH (Severe Oral Language Handicapped) students, for example, serving a 183-day contract year, may be assigned to a 4-day work week with service spread throughout the 12-month period when school is in session. Thus each YRE child eligible for special education, categorical/compensatory education programs receives the same service as similar students enrolled in the Traditional school year program.

To facilitate an equitable spread of such categorical and special educational services, the District utilizes an Addendum to the employee's contract which is provided as Attachment D.

Cafeteria Program

The Oxnard School District maintains a school lunch program which is "cost-efficient" from funds of the cafeteria account. The same cafeteria services are provided during the three summer months as during the traditional school year.

Since this program incurs only minimal District general fund expense, the school lunch program costs have not been included in this YRE/T and Traditional school year cost analysis.

Transportation Program

Of the 10,672 (K-8) students enrolled in the Oxnard School District during the 1984-85 school year, 3,740 were eligible for busing to and from school.

If these 3,740 students had been bused for the 180 days of the traditional (September-June) school year, there would have been a need for 36 buses at an annual cost of $1,387,285.

During the 1984-85 school year, however, the District, with 6,944 students enrolled in YRE tracks and 3,728 enrolled in traditional year classes incurred the following busing costs:

There were 1125 traditional and 2,620 YRE students requiring transportation; 3/4 of that number (1,965) were bused for 247 school days at an annual cost of $1,250,854.

The District utilized 32 buses during the 1984-85 school year. Had our entire student population been on a traditional year, it would have required an additional 4 buses for 180 days at an additional cost to the district of $136,420, bringing our annual transportation cost to $1,387,274. The annual savings in transportation costs directly attributable to YRE therefore is $136,420 or a savings of 9.83%.

YRE Cost Analysis 1

If a YRE cost analysis is limited only to those expense items which occur only from mid-June through August, these cost items are relatively easy to isolate.

Based upon a typical 850 YRE/T school with 500 YRE students and 350 traditional students, our data would indicate the following YRE-related costs:

	One-Time Expense	Continuing Expense
Administrator Salaries/Benefits		$ 5,815*
School Secretary Salary/Benefits		$ 3,865
Clerical Salaries/Benefits		$ 13,098
Custodial Salaries/Benefits		$ 3,436
Maintenance		$ 6,021
Utilities		$ 8,777
Equipment (Portable Cabinets)	$ 8,500	
Equipment (Office)	$ 1,500	
Instrumental Music Teacher Salaries/Benefits		$ 4,125
TOTAL	$ 10,000	TOTAL $ 45,137
TOTAL OF ONE-TIME AND CONTINUING COSTS:		$ 55,137

*YRE principals are assigned to a 12-month work year, rather than 11-month assignments at traditional schools, and receive a proportionate salary increase plus an increased entitlement from 19 to 21 vacation days per year. Since YRE principals must take vacation days when school is in session, $1,500 per year is required for short-term administrative coverage at YRE schools. This amount is included in this variable expense.

YRE Cost Analysis 2

Beginning in 1976, with the implementation of the District's first YRE/T schools, a comparative analysis of the costs attributed to the traditional school year program and the YRE/T program has consistently shown that the operational expense per unit of ADA is significantly less for the District's YRE/T schools.

Considering all appropriate school-level General Fund costs during the 1984-85 school year (California Accounting Manual Accounts 1000 through 6000), the Oxnard School District spent

- $1,443.17 per unit of ADA for 1,310 K-6 grade students enrolled in the District's three traditional elementary schools.
- $1,312.25 per unit of ADA for 6,936 K-6 grade students enrolled in the District's nine YRE/T elementary schools.

The 1984-85 per unit of ADA expense for educating elementary (K-6) grade students was $130.92 less in the nine YRE/T schools than for the students enrolled in the District's three traditional elementary schools.

Since there was a total of 6,936 K-6 ADA in the District's nine YRE/T schools, incurring a $130.92 expense less than the per-pupil rate at the three traditional schools, it is reasonable to state that YRE saved the District $908,061 at the YRE/T elementary schools during the 1984-85 school year.

Comparing "apple-to-apple" school-level costs drawn from the same 1984-85 budget accounts, the cost differences between YRE/T and traditional schools may be described as follows:

	ADA	Average ADA/ School	Total Educational Expense	Average Expense/ Unit of ADA
Traditional Elementary (K-6) Schools (3)	1,310	437	$1,890,553	$1,443.17
YRE/T Elementary (K-6) Schools (9)	6,936	771	9,087,887	1,312.25

The per-pupil cost advantage in YRE schools is primarily attributable to the general cost effectiveness inherent in maintaining a larger student population with classes (tracks) spread through a 12-month school calendar.

While the Oxnard School District is providing the same quality instructional program for its YRE and traditional students, it is doing so with a very significant per unit of ADA saving for those pupils enrolled in each of the eleven (1984-85) YRE/traditional schools.

Since the average enrollment of the District's 12 K-6 schools (3 traditional and 9 YRE/T) is 687, the expense of operating this "average-sized school" is $89,942 less in a YRE/T schedule than in a traditional-only school of 703 pupils.

YRE Cost Analysis 3

Another means for comparing the relative costs of YRE and traditional schools is to consider that during the 1985-86 school year, 9 of 12 YRE/T schools enrolled more students than could be accommodated in a traditional (September to June) program.

School	Students Enrolled Beyond Traditional School-Year Capacity
Driffill (K-6)	115
Fremont (7-8)	31
Haydock (7-8)	17
Juanita (K,1-3)	124
Kamala (K-6)	63
Lemonwood (K-6)	41
Marina West (K-6)	113
McKinna (K-6)	97
Ramona (K,1-3)	43
TOTAL	644

Since the Oxnard School District is enrolling 644 more students during the 1985-86 school year than could be accommodated in a traditional school year calendar, the District's YRE program, therefore, is essentially precluding the present need for one 644-pupil school facility.

Because the District is making efficient utilization of its schools in a YRE program, there has not been a need for the following:

	One-Time Capital Expense	Continuing Operational Expense
One 25-classroom school building	$ 4,000,000	
One 10 acre school site ($70,000/acre)	$ 700,000	
Equipment	$ 180,000	
Administrator/Benefits		$ 56,115
Secretary/Benefits		$ 25,084
Clerical Staff/Benefits		$ 17,689
Custodial Staff/Benefits		$ 48,330
Utilities		$ 22,544
Maintenance		$ 20,631
Grounds		$ 12,075
TOTAL	$ 4,880,000	TOTAL $ 202,468

YRE, therefore, is presently saving the District and its taxpayers approximately $5,000,000 in capital expenditures.

Under the present circumstances, the District's 14 schools (excluding San Miguel which serves approximately 70 severely handicapped students) can easily accommodate its 11,028 (November, 1985) enrollment.

Should enrollments continue to increase at the rate of 3%-4% per year, the Oxnard School District could, with the elimination of the traditional school year option at all schools, be capable of enrolling approximately 1,000 additional students for a total capacity of 12,000 students.

At this rate of student growth, it is expected that the District will reach its maximum enrollment capacity in two to three years. When this occurs, the Oxnard School District will have reached a 100% use-efficiency of its schools by enrolling approximately 2,500 students beyond its traditional school year capacity -- and in doing so, eliminates the expense of four 625-pupil schools.

At such time, YRE will have saved the District and its taxpayers in excess of $20,000,000 in capital expenditures.

Other Cost Factors in YRE/T Schools

1. TEACHER ILLNESS ABSENCES

A recent report on teacher absenteeism published by Educational Research Service, Inc. has indicated that the average (mean) number of illness absences for classroom teachers in districts with an enrollment of 10,000 to 24,999 is 6.0 days per school year.

The 257 YRE teachers of the Oxnard School District experienced an average of 5.8 days of illness absence during the 1984-85 school year.

2. AVAILABILITY OF TEACHER SUBSTITUTES

California legislation (Hughes-Hart Educational Reform Act of 1983) requires that all substitute teachers pass the California Basic Educational Skills Test (CBEST). This requirement has significantly reduced the pool of available substitute teachers and has created a severe shortage of substitutes in most school districts.

Since the District's 60-20 YRE program has approximately 65 teachers off-track/on vacation each month of the calendar year, these fully-qualified staff members may serve as substitutes during their vacation periods at a salary of $75 per day. (Substitute teachers who are not regular employees are paid $60 per day of service.)

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If a teacher had the opportunity and desired to serve as a substitute during his/her three vacation periods, such a person could potentially earn an additional $4,500 per year.

The Oxnard School District, and other California school districts maintaining YRE programs, have access to a valuable source of substitute teachers which would not be possible in a district without YRE.

3. STUDENT ABSENCES

According to a report from Robert Bennett, Field Management Service Bureau, Division of Financial Services, California State Department of Education, the state's average excused (illness) absence rate in K-8 school districts was 6.0%.

The excused absence rate for traditional students in the Oxnard School District was 5.7% during the 1985-86 school year; the absence rate for YRE students was 4.8%.

The California average for K-8 unexcused absences was 2%.

Traditional students in the District averaged 1.8% for unexcused absences; YRE students averaged 1.4% in this category of absences.

4. REDUCTION IN SCHOOL VANDALISM AND BURGLARY

There has been a consistent pattern of reduced vandalism and burglary loss at YRE/T schools. When school personnel, including night custodians on duty until midnight, occupy our YRE/T school buildings 12 months a year, these schools tend to be less attractive targets for vandals and burglars than schools vacant from June to September.

During the 1975-76 school year, the District incurred $82,540 in vandalism and burglary costs; this figure has steadily decreased to an amount totalling less than $10,000 during the 1984-85 school year.

Packaging YRE Classes

The question is often asked about the number of students necessary in a school to operate a YRE program. This question is difficult to answer, but with some assumptions, the following may serve as a guide.

Example 1 (28 pupils/class in K-3; 34 pupils/class in 4-6)

With 4-Track YRE, no traditional track no combination classes		With 4-Track YRE Plus traditional track no combination classes	
Kdgn	4 classes w/ 112	Kdgn	6 classes w/ 168
1	4 classes w/ 112	1	5 classes w/ 140
2	4 classes w/ 112	2	5 classes w/ 140
3	4 classes w/ 112	3	5 classes w/ 140
4	4 classes w/ 136	4	5 classes w/ 170
5	4 classes w/ 136	5	5 classes w/ 170
6	4 classes w/ 136	6	5 classes w/ 170
Total Students	856	Total Students	1,098
YRE classrooms required for Grades 1-6	18	YRE classrooms required for Grades 1-6	18
YRE classrooms required for 1/2 day session Kdgn	2	YRE classrooms required for 1/2 day session Kdgn	2
Total classrooms	20	Traditional classrooms required for Grades 1-6	6
		Traditional classroom required for Kdgn (2 Kdgn 1/2 day sessions)	1
		Total classrooms	27

Example 2 (28 pupils/class in K-3; 34 pupils/class in 4-6)

With 4-Track YRE, no traditional track with combination grade classes in Grades 1-6		With 4-Track YRE Plus traditional track with combination grade classes in Grades 1-6	
Kdgn - 4 classes w/ 112		Kdgn - 6 classes w/ 168	
1/2 - 4 classes w/ 112		1/2 - 5 classes w/ 140	
3/4 - 4 classes w/ 112*		3/4 - 5 classes w/ 140*	
5/6 - 4 classes w/ 136		5/6 - 5 classes w/ 170	
*28 pupils/class		*28 pupil/class	
Total Students	472	Total Students	618
YRE classrooms required for Grades 1-6	9	YRE classrooms required for Grades 1-6	9
YRE classrooms required for 1/2 day session Kdgn	2	YRE classrooms required for 1/2 day session Kdgn	2
Total classrooms	11	Traditional classrooms required for Grades 1-6	3
		Traditional classroom required for 1/2 day session Kdgn (2 Kdgn 1/2 day sessions)	1
		Total classrooms	15

Parent Reactions to YRE

Each year for the past five years the Oxnard School District has asked parents to complete a questionnaire concerning their perceptions of the services and programs of the District. (See Attachment E).

The April, 1985 questionnaire sought, for the first time, parent responses to four questions relating to Year Round Education. These responses are indicated below:

		% Yes Response
22	Is YRE an EFFECTIVE way for the District to respond to the present shortage of classrooms?	70.9%
23	Is the QUALITY of INSTRUCTION the same in YRE and TRADITIONAL classrooms?	70.6%
24	If you had a choice, would you prefer a YRE class assignment for your child?	44.7%
25	If you had a choice, would you prefer a TRADITIONAL class assignment for your child?	47.6%

RESPONSES

Year	Enrollment	#Return	%Return
1981	10,043	1,640	16.3%
1982	10,286	2,620	25.5%
1983	10,498	3,326	31.7%
1984	10,646	4,155	39.0%
1985	10,779	4,571	42.4%

We believe that the total District response to the questions suggests a very fine level of support for YRE.

A school-by-school analysis of the response to these questions indicated a consistent relationship in "YES" responses for questions 22, 23 and 24 -- the longer a school has been on YRE the greater the level of support for YRE. This finding confirmed a longstanding observation by staff that parents and students, after a year or two in the YRE program, become increasingly committed to the program.

SUMMARY

Year-Round Education within the Oxnard School District has shown a very substantial saving in operational and capital expense. Twelve-month utilization of school facilities, with a potential for enrolling one-third more students than is possible in a traditional school year, has, in the absence of school building funds, kept the District from a massive program of double/half-day session classes.

During the 1984-85 school year, the Oxnard School District enrolled 8,521 elementary (K-6) and 2,052 intermediate (7-8) grade students in its YRE/T schools.

Comparing the 1984-85 unit of ADA costs for the 7,183 elementary grade students in the District's 9 YRE/T schools with comparable cost data for the 1,338 elementary students in the District's 3 traditional schools, the Oxnard School District experienced a total operational cost benefit attributable to YRE in the amount of $908,061.

If the 644 students, the number enrolled during the 1984-85 school year beyond the District's traditional year classroom capacity, were housed in traditional year classes, the District would have needed one additional school. It is estimated that the site, building and furnishings for this school would have cost approximately $5 million.

No attempt has been made in this report to include the cost advantages of YRE which may be attributable to a) a reduction in teacher illness absences, b) the reduced rate of unexcused student absences, and c) the reduction in school vandalism and burglary losses. There is clear evidence that these cost factors further enhance the financial advantage of Year Round Education in the Oxnard School District.

If a school district has a pupil enrollment with adequate classroom space to house its enrollment, YRE would incur additional costs. Such costs would likely be comparable to those indicated by the YRE Program Cost Analysis I, presented on page 10 of this report.

In many school districts, declining enrollment has resulted in schools with empty classrooms and, in some instances, with consolidation of school attendance areas and school closure. When such districts are already experiencing financial pressures, YRE may be an advantageous alternative to the maintenance of costly low-enrollment schools.

YRE's principal financial advantage is its potential to use a school facility to its maximum capacity for 12 months during the year.

Districts, therefore, experiencing enrollment growth which exceeds available classroom space, have the golden opportunity to offer any number of YRE options which result in proven financial advantages and many fringe benefits, some of which have been identified in this paper.

While there is ample and convincing evidence to support cost-effectiveness in utilizing YRE as a means to house student enrollments which exceed otherwise available classroom space, there is also a generally accepted opinion held by school administrators, teachers and parents of the Oxnard School District that YRE provides strong educational advantages.

Students, especially those with a record of low-achievement, enrolled in the traditional school year normally lose a significant amount of their acquired skills and knowledge during a 3-month break in their educational program. The three shorter vacation breaks within the 60-20 YRE calendar assures greater continuity of learning and minimizes the loss of learning which results from a 3-month summer vacation.

Teachers generally agree that students are especially eager and receptive to learning during the period following the opening of the traditional school year in September. Students in a 60-20 YRE program experience this "September phenomenon" three times each year following the three scheduled one-month vacation breaks.

Little hard research has been done to verify the advantages of YRE to learning acquisition and student behavior. As school districts become more involved in computer-assisted record-keeping, it may be possible to retrieve data which assesses these potential advantages of YRE. This area would be a fruitful and exciting endeavor.

If improvements in the acquisition of learning can be verified from enrollment in a YRE program, this factor alone has a very significant financial implication.

XNARD SCHOOL DISTRICT

TRADITIONAL AND YRE ENROLLMENT
1976 - 1985
(8th School Month - March Counts)

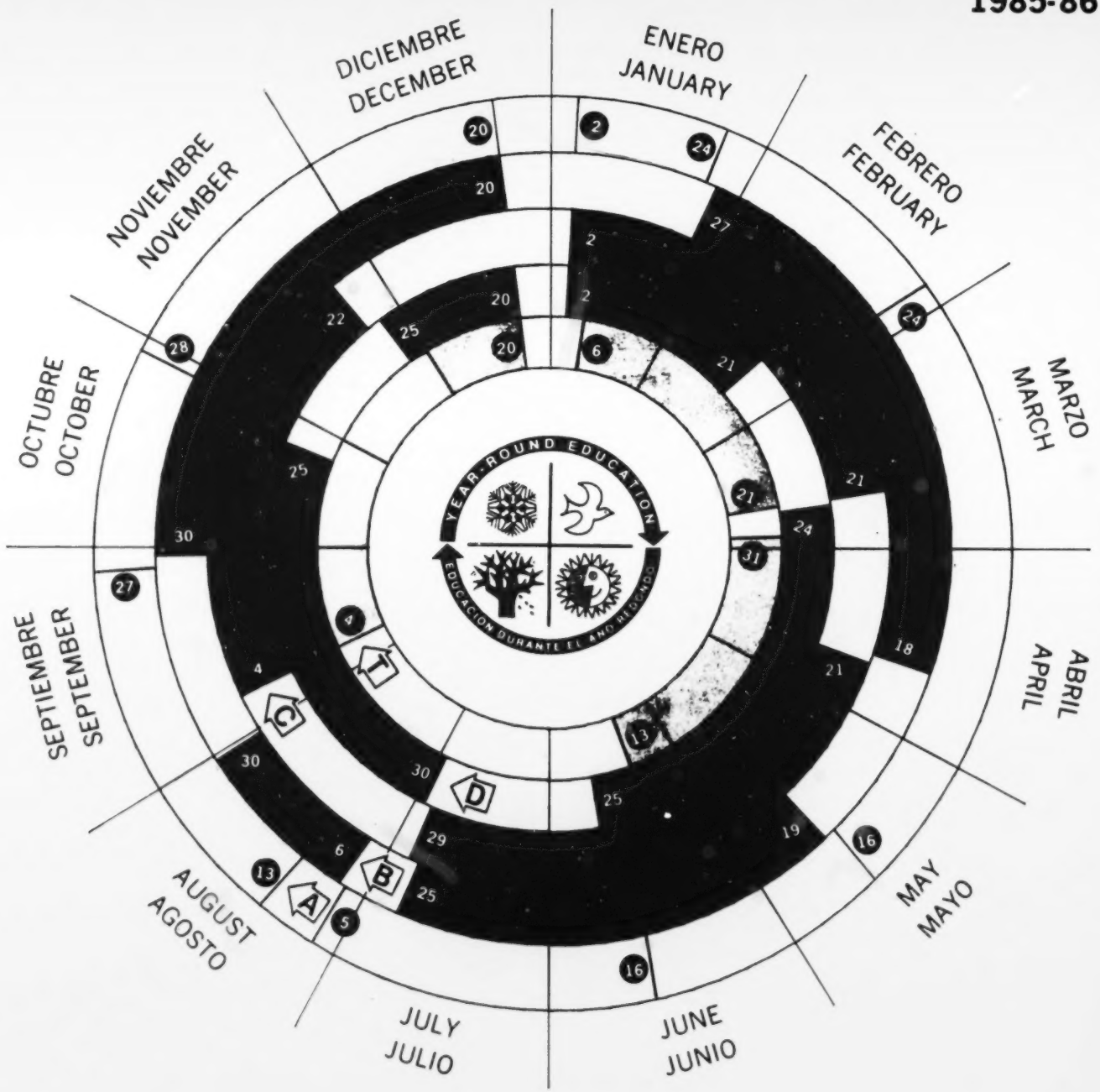
	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86*
Marina West										
Enrollment	890	921	875	910	911	901	880	871	869	905
Traditional	508	454	445	450	416	402	378	383	377	373
YRE	382	467	430	460	495	499	502	488	492	531
Rose Avenue										
Enrollment	857	860	835	814	850	785	814	787	764	769
Traditional	549	592	568	563	568	488	361	314	299	292
YRE	308	268	267	251	282	379	453	473	465	477
Driffill										
Enrollment					980	900	885	948	997	953
Traditional					377	313	247	185	194	197
YRE					603	587	638	763	803	756
Juanita										
Enrollment						782	736	783	789	808
Traditional						323	176	116	87	119
YRE						459	560	667	702	689
Curren										
Enrollment						805	763	761	743	747
Traditional						516	229	141	113	113
YRE						289	534	620	630	634
McKinna										
Enrollment							721	744	799	739
Traditional							158	187	118	187
YRE							563	557	611	552
Kamala										
Enrollment							832	851	866	917
Traditional							157	155	154	124
YRE							675	696	712	793
Ramona										
Enrollment							602	603	562	577
Traditional							228	229	183	106
YRE							374	374	379	471
Sierra Linda										
Enrollment							768	775	794	662
Traditional							267	257	171	175
YRE							501	518	623	487
Fremont										
Enrollment							1166	1176	1142	1111
Traditional							405	410	351	332
YRE							761	766	791	779
Haydock										
Enrollment								937	910	924
Traditional								203	174	183
YRE								734	736	741
Lemonwood										
Enrollment										706
Traditional										188
YRE										518
TOTALS/YRE-TRADITIONAL SCHOOLS										
ENROLLMENT		1747	1781	1710	1724	2741	4255	8167	9236	9165	9817
TRADITIONAL	1057		1046	1013	1013	1361	2042	2606	2580	2221	2389
YRE	690		735	697	711	1380	2213	5561	6656	6944	7428
DISTRICT ENROLLMENT	9891		9926	9697	9780	10,043	10,286	10,498	10,647	10,672	11,028
% OF DISTRICT ENROLLMENT ON YRE	6.9%		7.4%	7.1%	7.2%	13.7%	21.5%	53.0%	62.5%	65.1%	67.4%

*November 22, 1985

Attachment A

YRE and Traditional Calendar for 1985-86 School Year

Calendario Del Grupo YRE y Del Grupo Tradicional: 1985-86



Vacations/Vacaciones

☐	YRE Track A	(Aug. 3-12) (Sept. 28-Oct 27) (Dec. 21-Jan 1) (Jan. 25-Feb 23) (May 17-June 15)
■	YRE Track B	(July 27-Aug. 5) (Aug. 31-Sept. 29) (Dec. 21-Jan. 26) (Apr. 19-May 18)
■	YRE Track C	(Aug. 1-Sept. 3) (Nov. 23-Jan. 1) (Mar. 22-Apr. 20)
■	YRE Track D	(June 14-July 29) (Oct. 26-Nov. 24) (Dec. 21-Jan. 1) (Feb. 22-Mar. 23)
☐	Traditional (T)	(June 14-Sept. 3) (Dec. 21-Jan. 5) (Mar. 22-30)

Attachment B

OXNARD SCHOOL DISTRICT

831 SOUTH "B" STREET • OXNARD, CALIFORNIA 93030 • 805/487-3918

FOR MORE INFORMATION REGARDING YRE AND TRADITIONAL CALENDARS, PLEASE CALL:

PARA CUALQUIERA INFORMACION SOBRE EL YRE Y EL CALENDARIO TRADICION, POR FAVOR LLAME A:

Curren School
1101 North "F" Street
Erle Whiting, Principal
487-3918, Extension 302

Driffill School
910 South "E" Street
Richard Craven, Principal
487-3918 Extension 311

Elm Street School
450 Elm Street
Loretta Carter, Principal
487-3918 Extension 321

Fremont Junior High School
1130 North "M" Street
Dr. Frank Rodriguez, Principal
487-3918 Extension 332

Harrington School
2501 Gisler Avenue
Dr. Joan Cole, Principal
487-3918 Extension 347

Haydock Junior High School
647 West Hill Street
Ronald D'Incau, Principal
487-3918 Extension 356

Juanita School
224 North Juanita Avenue
Dr. Juanita Sanchez, Principal
487-3918 Extension 370

Kamala School
634 West Kamala Street
Paul Kirk, Principal
487-3918 Extension 384

Lemonwood School
2200 Carnegie Court
James Blundell, Principal
487-3918 Extension 444

Marina West School
2501 Carob Street
Richard Duarte, Principal
487-3918 Extension 392

McKinna School
1611 South "J" Street
Mexie Duff, Principal
487-3918 Extension 404

Nueva Vista School
2200 Cabrillo Way
Ronald D'Incau, Principal
487-3918 Extension 206

Ramona School
804 Cooper Road
Bernard Baumgartner, Principal
487-3918 Extension 412

Rose Avenue School
220 South Driskill Avenue
Dr. Bernard Korenstein, Principal
487-3918 Extension 420

San Miguel School
2400 South "J" Street
Carol Maas, Learning Director
487-3918 Extension 429

Sierra Linda School
2201 Jasmine Avenue
Dennis Johnson, Principal
487-3918 Extension 434

DISTRICT OFFICE

831 South "B" Street

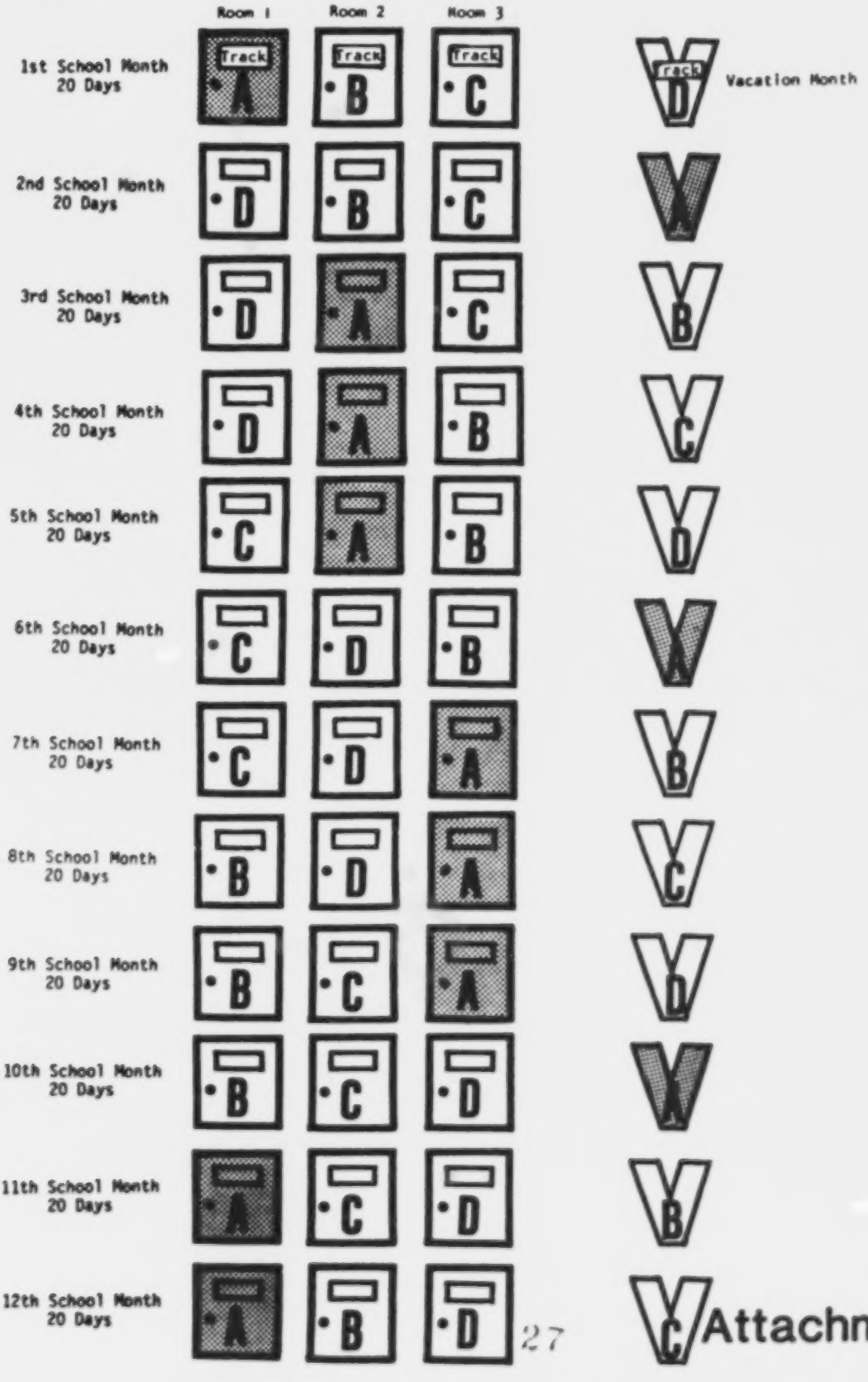
NORMAN R. BREKKE	JOHN S. MARSHALL, Ed.D.	ARDYCE M. DRISKILL	KENT PATTERSON
Superintendent	Assistant Superintendent Educational Services	Assistant Superintendent Business and Fiscal Services	Assistant Superintendent Personnel Services

HOLIDAYS

July 4, 1985	Independence Day	December 21-31, 1985	Winter Vacation (YRE)
September 2, 1985	Labor Day	January 1, 1986	New's Year's Day
October 18, 1985	Parent Conference Day (Track D Only)	January 20, 1986	Dr. Martin Luther King, Jr. Day
November 11, 1985	Veterans Day	Febuary 10, 1986	Lincoln Day (Tentative)
November 15, 1985	Parent Conference Day (Tracks A, B C and T)	Febuary 17, 1986	Washington Day
November 28-29, 1985	Thanksgiving Holidays	March 22-30, 1986	Spring Vacation (Traditional)
December 21-31, 1985 & January 1-5, 1986	Winter Vacation (Traditional)	March 28-30, 1986	Spring Vacation (YRE)
		May 26, 1986	Memorial Day

3 CLASSROOMS HOUSING 4 CLASSES

60-20 YRE Plan: An illustration indicating how a YRE School can add 1/3 more students than is possible in a Traditional (September - June) School



Attachment C

OXNARD SCHOOL DISTRICT

831 SOUTH B STREET • OXNARD CALIFORNIA 93030 • 805 487 5510

ADDENDUM TO EMPLOYMENT CONTRACT
(1985-86)

TO_____ SCHOOL_____ POSITION_____

This addendum to your contract has been prepared by your immediate supervisor in consultation with you as an employee of the Oxnard School District. The addendum specifically addresses your duty days and year for which you have been contracted to serve. Any future changes must be submitted on this same form.

DATES OF SERVICE: (Must be within a twelve-month period)

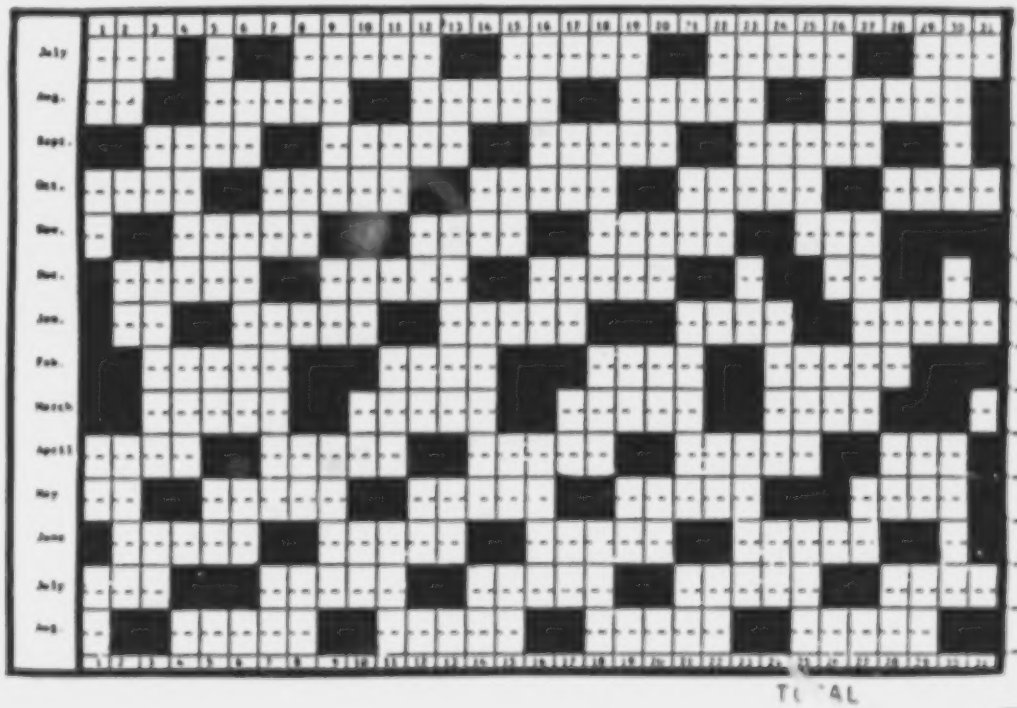
Beginning_____ Ending_____ Total_____

All contracted days must be accounted for and displayed on the calendar below:

NOTE:

Mark with an "X" only the days or portions to be worked.

Holidays and weekends are blocked out.



SIGNATURES.

Employee:_____ Date_____

Immediate Supervisor:_____ Date_____

Assistant Superintendent_____ Date_____

Copies to Employee/Immediate Supervisor/Educational Svs/Personnel Office/Payroll

4/85
Certificated Personnel

Attachment D

OXNARD SCHOOL DISTRICT
REPORT

BOARD OF TRUSTEES
Carolina E. Rodriguez, President
Charles S. Johnson, Clerk
Jack T. Fowler
Jean M. Harris
Dolores R. Huerta

ADMINISTRATION
NORMAN A. BRIDGE, SUPERINTENDENT

APRIL, 1985 | OXNARD SCHOOL DISTRICT – 801 S. "B" STREET, OXNARD, CA 93030 | VOL. III, NO. 10

APRIL IS PUBLIC SCHOOLS MONTH

Abril es el Mes de las Escuelas Publicas

Public Schools for Unlimited Opportunities is an appropriate theme for recognition of public schools month. April is also an appropriate time to ask our parents to complete a brief questionnaire indicating how well they believe the Oxnard School District is meeting its educational responsibilities. Your response to this questionnaire will help our staff and Board of Trustees in their continuing effort to provide the very best educational program possible for your child.

Escuelas Públicas para Oportunidades Ilimitadas es un tema apropiado durante el mes de agradecimiento a las escuelas públicas. Abril es también la fecha apropiada para pedirles a nuestros padres de familia que completen un breve cuestionario indicando qué tan bien les parece a ellos que el Distrito Escolar de Oxnard le está haciendo frente a sus responsabilidades educativas. Sus reportes a este cuestionario les ayudarán a nuestro personal y a la Junta Directiva en sus continuos esfuerzos por brindarle el mejor programa educativo posible a su niño(a).

The Oxnard School District would like to know . . .

Al Distrito Escolar de Oxnard le gustaría saber . . .

		YES / SI	NO / NO	UNDECIDED / INDECISO	ONLY EFFICIENT IMPLEMENTATION / SOLO EN CASO DE UNA EFICIENTE IMPLEMENTACION	
1	Do you feel that the school is placing the **proper emphasis** on the following basic skill subjects:	◇	◇	◇	◇	1 ¿Cree usted que la escuela le está dando el **énfasis apropiado** a las siguientes materias básicas:
	(a) **Reading?**	☐	☐	☐	☐	(a) **La Lectura?**
	(b) **Writing?**	☐	☐	☐	☐	(b) **La Escritura?**
	(c) **Math?**	☐	☐	☐	☐	(c) **Las Matemáticas?**
	(d) **Language Arts** (vocabulary, spelling, grammar)?	☐	☐	☐	☐	(d) **Las Artes del Lenguaje** (vocabulario, ortografía, gramática)?
2	Do you feel your child is receiving **good classroom instruction?**	☐	☐	☐	☐	2 ¿Cree usted que su niño(a) está recibiendo la **instrucción** apropiada en su **clase?**
3	Do you feel that your child's **instructional program** meets his/her needs?	☐	☐	☐	☐	3 ¿Cree Ud. que el **programa** instructivo de su niño(a) es apropiado para satisfacer sus necesidades educativas?
4	Do you feel that your child is receiving an adequate amount of **homework?**	☐	☐	☐	☐	4 ¿Le parece a usted que su niño(a) está recibiendo una cantidad adecuada de **tareas?**
5	Do you feel student **discipline** is being properly handled at the school?	☐	☐	☐	☐	5 ¿Cree usted que en la escuela se **controla** en forma apropiada la **conducta** de los estudiantes?
6	Do you feel you are being adequately **informed** about:					6 ¿Cree usted que le mantienen adecuadamente **informado** acerca de:
	(a) Your child's **learning progress**?	☐	☐	☐	☐	(a) El **progreso** que su niño(a) tiene en su aprendizaje?
	(b) school **plans** and **programs?**	☐	☐	☐	☐	(b) Los **planes** y **programas** de estudio?
	(c) Your child's **attendance?**	☐	☐	☐	☐	(c) La **asistencia** escolar de su niño(a)?
7	Do you feel your child **likes** school?	☐	☐	☐	☐	7 ¿Cree usted que a su niño(a) le **gusta** la escuela?
8	Do you feel your child's school is well **managed?**	☐	☐	☐	☐	8 ¿Cree usted que la escuela de su niño(a) está bien **administrada?**
9	Do you feel the staff at your school, such as the principal, teachers, secretaries, aides, and custodians, are **helpful** in your contacts with them?	☐	☐	☐	☐	9 ¿Cree usted que el personal de su escuela, tales como el principal, los maestros, las secretarias, los auxiliares y los conserjes le brindan **ayuda** al tratar con ellos?
10	Are you made to feel **welcome** at the school?	☐	☐	☐	☐	10 ¿Le hacen sentir bien **recibido** en la escuela?

Attachment E

	YES *SI*	NO *NO*	UNDECIDED *INDECISO*	INSUFFICIENT INFORMATION *INSUFICIENTE INFORMACION*	
11. Do you feel that the school buildings are well maintained?	☐	☐	☐	☐	11. ¿Le parece a usted que los **edificios escolares** están bien cuidados?
12. Do you feel that the school grounds grounds are well maintained?	☐	☐	☐	☐	12. ¿Le parece a usted que los **terrenos escolares** están bien cuidados?
13. Do you feel the school bus system is well managed?	☐	☐	☐	☐	13. ¿Cree usted que el **sistema del bus escolar** está bien **administrado?**
14. Do you feel that the school provides adequate opportunities for parent involvement?	☐	☐	☐	☐	14. ¿La parece a usted que la escuela les ofrece a los padres suficientes **oportunidades para participar?**
15. Do you feel the District is well managed?	☐	☐	☐	☐	15. ¿Cree usted que el **Distrito** está bien **administrado?**
16. OVERALL, are you generally satisfied with your child's school?	☐	☐	☐	☐	16. **POR LOS GENERAL** ¿se encuentra usted satisfecho(a) con la escuela de su niño(a)?
Respond to the following questions if your child is enrolled in a YRE (Year-Round Education) calendar.					Responda a las siguientes preguntas si su niño(a) está matriculado en un calendario YRE (Educación Continua Durante el Año Redondo).
17. Do you feel that year-round use of existing classrooms is an effective way for the District to respond to the present shortage of classrooms and lack of funds for new schools?	☐	☐	☐	☐	17. ¿Le parece a usted que el uso que se les da durante el año continuo (YRE) a los salones de clase existentes es una forma efectiva del Distrito de hacerle frente a la actual escacés de salones de clase y a la falta de fondos para construir nuevas escuelas?
18. Do you feel that your child is receiving the same quality instructional program in a YRE class as he/she should have received in a traditional class?	☐	☐	☐	☐	18. ¿Le parece a usted que su niño(a) en la clase de YRE está recibiendo la misma calidad de programas educativos que hubiera recibido en una clase tradicional?
19. If funds for new classrooms/schools become available in the future, would you prefer a YRE or Traditional class assignment for your child?	YRE ☐	Trad. ☐	☐	☐	19. Si en el futuro hubiesen fondos disponibles para nuevos salones de clase y escuelas, ¿preferiría usted que asignaran a su niño(a) a una clase de YRE o a una clase Tradicional?

If you could change/improve one thing at your child's school, what might you suggest? What is there about your child's school that you believe deserves praise? Do you have any other comments?

¿Si usted pudiera cambiar o mejorar una cosa en la escuela de su niño(a), ¿qué recomendaría usted? ¿Qué cosa cree usted que merezca elogiarse en la escuela de su niño(a)? ¿Tiene usted algún otro comentario?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your Child's School
Nombre de la Escuela de su Niño(a)

You need not sign your name, and you may return this response to your child's teacher, principal or mail directly to Superintendent Norman R. Brekke, 831 So. "B" Street, Oxnard, CA 93030.

Your response will be most gratefully appreciated.

No es necesario que usted firme su nombre en este cuestionario, y puede devolvérselo al maestro o al principal de su niño(a), o puede enviarlo por correo directamente al: Superintendente Norman R. Brekke, 831 So. "B" Street, Oxnard, CA 93030.

¡Sinceramente le agradeceremos su respuesta!

BEST COPY AVAILABLE

PARENT PERCEPTIONS OF THE OXNARD SCHOOL DISTRICT

1981, 1982, 1983, 1984, 1985

DISTRICT-WIDE "YES" RESPONSE

For the past five years, April Menu-Newsletters included parent questionnaires which have sought parent responses to a variety of questions relating to the instructional programs and services of the Oxnard School District.

The chart below indicates the percentage of YES responses to the questionnaire items.

While there has been a consistent improvement shown in most areas, our effort during the 1985-86 school year will be to further enhance the effectiveness of these programs and services.

The generally high regard our parents have indicated for the efforts of the Oxnard School District, as reflected by the questionnaire responses, is a source of great pride and is most genuinely appreciated by our entire staff.

		1981	1982	1983	1984	1985
1	Do you feel that the school is placing proper emphasis on READING?	79%	84%	86.1%	87.5%	88.9%
2	Do you feel that the school is placing proper emphasis on WRITING?	79%	81%	85.6%	87.2%	88.2%
3	Do you feel that the school is placing proper emphasis on MATH?	78%	82%	87.2%	88.8%	89.2%
4	Do you feel that the school is placing proper emphasis on LANGUAGE ARTS?	74%	78%	81.8%	84.1%	85.6%
5	Do you feel that your child is receiving good CLASSROOM INSTRUCTION?	81%	81%	84.3%	85.2%	86.2%
6	Do you feel that your child's INSTRUCTIONAL PROGRAM meets his/her needs?	75%	76%	78.5%	79.4%	79.0%
7	Do you feel that your child is receiving an adequate amount of HOMEWORK?	-	-	72.5%	76.1%	77.8%
8	Do you feel student DISCIPLINE is being properly handled at the school?	70%	74%	78.6%	79.4%	79.9%
9	Do you feel you are being adequately INFORMED about your child's LEARNING PROGRESS?	80%	81%	84.0%	84.7%	85.0%
10	Do you feel you are being adequately INFORMED about school PLANS and PROGRAMS?	79%	80%	82.5%	81.6%	83.6%
11	Do you feel you are being adequately INFORMED about you child's ATTENDANCE?	85%	85%	89.9%	92.1%	91.0%
12	Do you feel your child LIKES school?	87%	90%	86.4%	89.2%	87.3%
13	Do you feel your child's school is well MANAGED?	77%	78%	79.5%	81.6%	80.1%

		1981	1982	1983	1984	1985
14	Do you feel the staff members at your school are HELPFUL in your contacts with them?	83%	85%	84.4%	86.4%	85.8%
15	Are you made to feel WELCOME at the school?	89%	87%	90.5%	90.5%	90.4%
16	Do you feel that the school BUILDINGS are well maintained?	73%	69%	79.5%	79.8%	80.5%
17	Do you feel that the school GROUNDS are well maintained?	73%	69%	79.8%	80.3%	80.3%
18	Do you feel that the SCHOOL BUS SYSTEM is well MANAGED?	51%	53%	58.8%	54.3%	57.2%
19	Do you feel that the school provides adequate opportunities for PARENT INVOLVEMENT?	57%	59%	79.8%	79.4%	81.7%
20	Do you feel the DISTRICT is well MANAGED?	61%	65%	66.0%	67.9%	74.1%
21	OVERALL, are you generally satisfied with your child's school?	82%	84%	85.3%	86.8%	86.2%
22	Is YRE an EFFECTIVE way for the District to respond to the present shortage of classrooms?	-	-	-	-	70.9%
23	Is the QUALITY of INSTRUCTION the same in YRE and TRADITIONAL classrooms?	-	-	-	-	70.8%
24	If you had a choice, would you prefer a YRE class assignment for your child?	-	-	-	-	44.7%
25	If you had a choice, would you prefer a TRADITIONAL class assignment for your child?	-	-	-	-	47.6%

RESPONSES

Year	Enrollment	#Returns	%Returns
1981	10,043	1,840	18.3%
1982	10,288	2,620	25.5%
1983	10,498	3,326	31.7%
1984	10,648	4,155	39.0%
1985	10,779	4,571	42.4%

PROCEDURES FOR THE ASSIGNMENT OF STUDENTS OF ONE FAMILY TO THE SAME SCHOOL CALENDAR

To assure that families with more than one student enrolled in the Oxnard School District may have their children assigned to the same YRE calendar/track (A, B, C, or D), the following procedures shall be observed:

Initial Enrollment:

a. When the school or subsequent children of a family enroll in school, their YRE track placement shall be the same as for the first child.

b. When multiple children of the same family are being enrolled in the District for the first time, the school at which the family enrolls the first child will call the schools where the other children of the family would be enrolled to determine the availability of classroom space in a common YRE track. If such space exists, the schools shall reserve the space until the family is able to appear at the school(s) to complete the formal registration process.

If the initial contact by the school indicates that common YRE track placements may not be available, the school shall refer the family to the Student Welfare and Attendance Office where appropriate placement arrangements can be made. At this time the parent will complete a Request for Common Track Assignment form which will provide the necessary information to facilitate the students' assignment to classes.

c. If a family of multiple children enters the District after the start of a school year, and the schools to which the students would be assigned do not have classroom space in a common track for the students' grade level, the children will be given track assignments where the appropriate grade level space exists. The parents shall be assured that the Student Welfare and Attendance Office will schedule a common track assignment for their children at whatever time within the school year space becomes available to do so.

d. If at the end of a school year the schools have been unable to place all children of a family in the same track, the Student Attendance and Welfare Office will make the necessary arrangements with the various schools to assure that all such children are assigned to a common track for the ensuing school year.

e. No new student will be given a confirmation at the time of pre-enrollment as to track assignment until the multiple children of the same family have been assigned to a common track.

f. Except for students enrolled in the District the previous school year, all newly enrolled children will be assigned to conditional track assignment until the 10th school day when all assignments for the entire year become permanent. During the period following the 10th day of school for each track (A, B, C, and D) the Student Welfare and Attendance Office will give priority placement to families with multiple children over single children. As a result, single children may be reassigned to a different track to facilitate placement of multiple children. All other assignments after the 10-day conditional enrollment period will be to arrange a common track for the entire school year.

Attachment F

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g. Any pupil who was registered in attendance at the school of his/her normal attendance area at the close of the prior year will be guaranteed class placement the following year up to and including the third school day. Pupils will be considered "no-shows" beginning the fourth day of school. Beginning on the fourth school day the school will no longer be required to reserve a place for pupils who were in attendance the prior year who have not notified the school. A place may be held for a pupil, up to ten school days, whose parents have been in contact with the school prior or during the first week to explain an illness or emergency.

h. If the school at which a child(ren) would normally attend is filled in all tracks (A, B, C, D, and T) and there is no opportunity for a necessary grade-level placement, parents of new enrollees will be referred to the Student Welfare and Attendance Office for an alternate school assignment and appropriate arrangements for bus transportation, if required.

Board policy (8060 BP) and Administrative procedures (8060 AP) provide specific direction relating to the assignment of pupils to schools.

2. Requests for Transfer from One Track to Another

While the District will attempt to accommodate requests for transfer of their child(ren) from one track to another, it shall be done in accordance with the following criteria:

a. Students must have been enrolled in the District the previous school year. Such students may initiate their request for a change in tracks by completing a Change of Track Request form which is available from the school principal or the Student Welfare and Attendance Office. These requests may be submitted at anytime during a school year, and will be honored as space becomes available within the 10-day conditional enrollment period following the commencement of the new school year for each track. Such requests will be considered on a first-come-first-served basis. If a request for track transfer has not been granted by the 10th school day following the track's new school year, the request is denied and the student's previous track placement becomes final for the ensuing school year. A parent, however, may resubmit a Change of Track Request form for consideration the following school year.

b. Track re-assignments will be made only during the initial 10-day period following the first day of classes for tracks A, B, C, and D.

c. All newly enrolled children of one family will have priority in track placement before track transfers are granted.

d. Students enrolled in tracks A, B, and D during the previous year must begin school when their assigned track commences its new school year. If their request is for a track which commences on a date following their regularly assigned track, the transfer will be granted only within the 10-day period of conditional enrollment of the requested track and if space allows. The only circumstance which will allow a transfer of tracks after the 10-day conditional assignment will be to arrange a common track assignment for families of multiple children. All other assignments after the 10-day conditional enrollment period will be final for that school year.

The District shall accept responsibility for a common YRE track for families of multiple children at the time of initial enrollment, the same assurance cannot be made for requests to transfer from one track to another.

e. Students assigned to tracks A, B and D the previous year who do not report for class in their assigned track in an effort to force their enrollment in a track which commences at a later date may find such placement unavailable and risk a period of unexcused absence from school.

3. Special Accommodations

The Oxnard School District maintains a number of special classes/ programs which are offered on one track. In an effort to accommodate families with a child(ren) assigned to such classes, a special consideration will be given to schedule all children in the same track as the child(ren) enrolled in these special programs.

The classes offered on designated tracks include:

a. GATE (Gifted and Talented Education, Track A)

b. TMR (Trainable Mentally Retarded--San Miguel School), Track T (traditional)

c. SDC (Special Day Class), Track T (traditional)

d. English Development, Tracks B and C in most schools.

4. Continuity of Track Assignments

It shall be the intent of the District to provide a continuity of track assignment from kindergarten through grade eight insofar as is possible.

Since the District maintains schools on a K-6; K-3; K, 4-6, and 7-8 grade pattern, it occasionally is difficult, if not impossible, to assure track continuity from kindergarten through grade eight.

Every reasonable effort will be given to provide YRE track continuity from kindergarten through grade eight; however, the decreasing number of traditional classes offered by our schools will severely limit the likelihood of traditional class continuity from kindergarten through grade eight.

When the grade-level offerings in the various tracks do not allow continuity for all students from one grade to another or from one school to another, every reasonable effort will be made by the District to inform parents of these circumstances, including the schools' effort to minimize family inconvenience and the measures to be taken to keep families with more than one child on the same track.

Oxnard School District
Administrative Procedures Effective: September 28, 1983; September 24, 1984

PUPILS

8065(A)E

OXNARD SCHOOL DISTRICT

831 SOUTH "B" STREET • OXNARD, CALIFORNIA 93030 • 805/487-3918

REQUEST FOR A COMMON TRACK ASSIGNMENT
FOR FAMILIES WITH TWO OR MORE STUDENTS

STUDENTS' NAMES	GRADE	SCHOOL	TRACK PREFERENCE*				
			A	B	C	D	T
1.							
2.							
3.							
4.							
5.							
6.							

* I request that my children be assigned to the same track (calendar) or different tracks in the order of preference (1, 2, 3,).

Copies of the traditional and YRE tracks (calendars) are available at the Student Welfare & Attendance Office or any School Office.

Parent's Name

Address

Telephone

Signature of Parent

Date Time

For School Use Only

ACTION TAKEN: _____

Submit this request form to Mrs. Ruth Battle, Coordinator of Student Welfare and Attendance, Oxnard School District, 831 South "B" Street, Oxnard, California 93030. Telephone No. 487-3918, extension 222.

COPIES: White - Student Welfare & Attendance Office
Canary - Parent
Pink - School of Attendance

OXNARD SCHOOL DISTRICT

831 SOUTH "B" STREET • OXNARD, CALIFORNIA 93030 • 805/487-3918

CHANGE OF TRACK REQUEST FORM

I request that my child _____ be changed from his/her Track _____assignment to the track assignment as indicated below in order of preference (1, 2, 3).

___ Track A ___ Track B ___ Track C ___ Track D ___ Traditional

Reason for Change of Track Request:_____

_____

I have other children enrolled in the Oxnard School District. (If none, write "NONE".)

Name	Grade	School	Track

THIS REQUEST DOES NOT GUARANTEE A CHANGE IN TRACK ASSIGNMENT. CHANGES IN TRACK ASSIGNMENTS WILL BE MADE ON A FIRST-COME FIRST-SERVED BASIS AS SPACE PERMITS WITH THE EXCEPTION OF THE FOLLOWING PRIORITY CRITERIA:

- All members of the same family will have priority to be assigned to the same YRE track.
- Brothers and sisters of GATE students will have priority to enroll on Track "A".
- Limited and non-English speaking students will have priority to be assigned to English Development classes on designated tracks.
- Students with a brother or sister at San Miguel School or in a Special Day Class will have priority to enroll in Track T (traditional).

_____ _____
Child's Name Parent/Guardian Signature

_____ _____ _____ _____
Present Grade Teacher Home Address Home Phone

_____ _____
Date Time:

COPIES: White - School of Attendance
Canary - Parent
Pink - Student Welfare & Attendance Office

OXNARD SCHOOL DISTRICT
831 SOUTH "B" STREET • OXNARD, CALIFORNIA 93030 • 805/487-3918

INTERMEDIATE SCHOOL INSTRUCTIONAL PROGRAM
Approved by the Board of Trustees: February 23, 1983

7-Period Day Program for 7th and 8th Grade Students Below Grade Level in Reading and/or Mathematics

Periods: (a)
1. Reading
2. Functional Language Arts or Functional Mathematics (b)
3. English
4. Mathematics
5. Social Studies (1 Sem. each year) Science (1 Sem. each year)
6. Health (1 Period per week) Phys. Educ. (4 Periods per week)
7. Survey Courses (c)
   a. Art I
   b. Art II
   c. Study Skills
   d. Youth and the Law/ Multicultural Studies (d)
   e. Computer Literacy
   f. Music Appreciation
   g. Instrumental Music (e)

7-Period Day Program for 7th and 8th Grade Students At/Above Grade Level in Reading and Mathematics

Periods: (a)
1. Reading
2. English
3. Mathematics
4. Social Studies
5. Science
6. Health (1 Period per week) Phys. Edu. (4 Periods per week)
7. Survey Courses. (c)
   a. Art I
   b. Art II
   c. Study Skills
   d. Youth and the Law/Multi-Cultural Studies (d)
   e. Computer Literacy
   f. Music Appreciation
   g. Instrumental Music (e)

(a) 7-period instructional day with 51-minute periods (357 minutes of daily class time for students; a 6-period teaching schedule for teachers of 306 minutes).

(b) If a student is below grade level in both reading and mathematics, the student will be scheduled for the functional language arts class as first priority.

(c) Three trimester survey courses will be scheduled for all 7th and 8th grade students for each of the 2 years of the intermediate school program. In 2 years, students will be programmed for all 6 survey classes.

(d) Youth and the Law and Multicultural Studies will share a single trimester period with each segment given approximately 6-weeks of instruction.

(e) If a student elects to take instrumental music for 2 years during his/her intermediate school program, this will be provided in lieu of the other survey courses.

Attachment G

PROCEDURES FOR THE PREPARATION OF CLASSROOMS FOR ROUTINE AND SPECIAL CLEANING AND MAINTENANCE

Classroom teachers will prepare their classrooms for routine and special cleaning and maintenance in the following manner.

A. At the end of each school day teachers will ensure that:

1. Windows are closed and latched.

2. Student chairs, if separate unit, are set atop desks so as not to extend below the desk top. Teachers will be informed of the date on which their classroom is scheduled for detailed cleaning; on these dates only student chairs will remain on the floor.

3. Books, equipment and other such items are cleared from floor.

4. Paper and trash are properly deposited in waste baskets.

5. Venetian blinds are lowered.

6. Sinks are cleared of debris for cleaning.

B. The day before the summer vacation period, in addition to the above, traditional teachers shall see that:

1. All personal property is taken home.

2. All books, instructional materials and supplies are either boxed and labeled, or placed in closets or non-movable cabinets.

3. Movable book cases and cabinets are emptied.

4. All student projects or property are sent home.

5. Countertops, cabinet and closet tops are free of books and other material to facilitate proper cleaning.

6. Posters, maps or other items on walls or bulletin board are removed and properly stored. Flags will be rolled, wrapped in butcher paper and stored.

7. School equipment, i.e., projectors, tape records, etc., are stored and secured in an area designated by the principal.

8. Students desks are cleared of books and supplies.

9. Teachers' desks are clearned of all personal items, and include only basic supplies which would be used if another teacher is assigned to that classroom for the following school year.

10. All keys are returned to the site administrator.

Attachment H

C. Year-Round Education Staff

1. YRE teachers and principals will make appropriate accommodations to the procedures indicated in B above as required for intersession and holiday cleaning and maintenance.

D. Other routine requirements:

1. Masking, duct or cellophane tape used to secure material to painted surfaces chalkboards, light fixtures, floors, or carpet may cause damage or create cleaning problems. Any type of tape should be permitted on such surfaces for no more than a few weeks at a time; removing tape which has dried is very difficult and causes unsightly surface damage.

2. Electrical appliances other than normal school equipment which could overload electrical circuits may be used only with the knowledge and approval of the principal.

3. Inflammable materials tied to light fixtures, mounted or stored near heating units will not be permitted.

4. Students should be expected, as a routine practice, to pick up trash, and clean-own desk tops.

5. If a teacher permits students to clean erasers, students should not use the exterior or interior walls of the classroom or building.

6. Personal carpets and rugs placed in a classroom will be maintained in a safe, clean condition by the teacher, and shall not be attached to floor surfaces with double-sided tape or by other means.

7. No closets or cabinets will be locked with personal locks and keys without a key provided to the principal should an emergency or unique need arise.

8. Objects shall not be suspended from overhead, or placed in front of intrusion alarm units.

9. Items should not be attached to or suspended from venetian blinds.

Principals and teachers in Year-Round Education schools will make appropriate accommodations to these procedures as required for intersession and holiday cleaning and maintenance.

Oxnard School District
Administrative Procedures Effective: October 24, 1979; Revised: April 26, 1984

SCHOOL SECRETARIAL AND CLERICAL STAFFING

A. Traditional Elementary School Secretaries. Each traditional elementary school shall be assigned one 10-month/8-hour school secretary, except San Miguel School which shall be assigned one 10-month/7-hour school secretary.

B. Traditional Elementary School Clerks. Each traditional elementary school shall be assigned 10-month clerical staff according to the following formula:

Projected Eighth Month Student Enrollment	Clerical Hours
300 or less	5
301 - 400	6
401 - 500	7
501 - 600	8
601 - 700	9
701 - 800	10
801 - 900	11
901 - 1000	12

C. YRE Elementary School Secretaries. Each YRE elementary school shall be assigned one 12-month/8-hour school secretary.

D. YRE Elementary School Clerks. Each YRE-elementary school shall be assigned one 12-month 4-hour attendance clerk and additional 10-month clerical staffing according to the following formula:

Projected Eighth Month Student Enrollment	Clerical Hours
300 or less	5
301 - 400	6
401 - 500	7
501 - 600	8
601 - 700	9
701 - 800	10
801 - 900	11
901 - 1000	12

Clerical allocation for Learning Directors at Elementary Schools. In addition to the elementary schools' clerical formula, each YRE school with a Learning Director shall be assigned one 10-month/4-hour clerk.

E. YRE Intermediate School Secretaries. Each YRE intermediate school shall be assigned one 12-month/8-hour school secretary.

F. YRE Intermediate School Clerks. Each YRE intermediate school shall be assigned one 12-month/8-hour attendance clerk.

Clerical allocation for Learning Directors at Intermediate Schools. In addition to the intermediate schools' clerical formula, each school shall be assigned clerical assistance for Learning Directors as follows:

a. Fremont 30 hours/10 months
b. Haydock 24 hours/10 months

Attachment I

3. Additional clerical staffing shall be made according to the following formula:

Projected Eighth Month Student Enrollment	Clerical Hours
700 - 800	12
800 - 900	13
900 - 1000	14
1001 - 1100	15
1101 - 1200	16
1201 - 1300	17

G. Secretarial and Clerical Workdays, Holidays, Minimum Paid Days and Earned Paid Vacation Credit.

1. Ten-month secretarial and clerical staff shall be assigned a minimum of 206 paid days per year, including 192 assigned workdays, 14 paid holidays, plus vacation credit as earned in accordance with the formula set forth in Section 60.700.1, Vacations, of the Personnel Commission Rules and Regulations and/or OSD/CSEA Bargaining Unit Contract, Article XIV, Section 14.1.

2. Twelve-month secretarial and clerical staff shall be assigned to work all regularly scheduled work days with credit for 15 holidays as earned and credit for earned vacation in accordance with the formula set forth in Section 60.700.1, Vacations, of the Personnel Commission Rules and Regulations and/or OSD/CSEA Bargaining Unit Contract, Article XIV, Section 14.1.

3. The site administrator shall determine, within the confines of the OSD/CSEA Bargaining Unit Contract and the authorized clerical allocation, the number of clerical positions needed and the number of hours to be assigned to each.

Authority:

California Education Code:

35020 - Duties of Employees Fixed by Governing Board
35160 - Authority of Governing Board
36161 - Powers and Duties Generally

Reference:

Personnel Commission Rules and Regulations Relative to Hours, Overtime, Vacations and Holidays.

Oxnard School District/California School Employees Association Contract Relative to Hours, Overtime, Vacation and Holidays.

Oxnard School District
Board Policy Adopted: September 5, 1979; Revised: October 14, 1981; December 9, 1981; June 22, 1983; July 26, 1983; August 10, 1983; September 28, 1983; January 9, 1985

TITLE: Learning Director

QUALIFICATIONS:
1. A Master's Degree
2. A valid and appropriate Administrative Credential or an appropriate Supervision Credential in compliance with the provisions of Title 5, California Administrative Code, Sections 80125-80127 and California Education Code, Section 44270
3. A minimum of 3 years of successful, full-time public school teaching experience.
4. Possess the following personal qualities:
   a. ability to meet district standards for physical and mental health
   b. evidence of good moral character
   c. satisfactory recommendations from training supervisors or other professionals who have observed the candidate's personal characteristics, scholastic achieverent and job-related performance
5. Such alternatives to the above qualifications as the District may find appropriate and acceptable

REPORT TO: Designated Principal

SUPERVISES: Certificated and classified staff as assigned

JOB GOAL: To assist the principal in fulfilling his/her major responsibilities as chief administrative officer and educational leader of the school act as the principal in principal's absence from the school; assist in the development, implementation, evaluation and improvement of school district programs, policies and procedures.

PERFORMANCE RESPONSIBILITIES:

The learning director shall assume the role of a site administrator during his/her absence and assist the principal in appropriate administrative areas. Duties of the learning director shall include, but are not necessarily limited to, the following:

1. Assists the principal in the evaluation and supervision of all regular and substitute certificated personnel and classified personnel assigned to the school.

2. Assists certificated staff through clinical supervision and related inservice in developing competence in the strategies of clinical instruction.

3. Assists in the development of performance objectives relating to expected standards of students' academic achievement.

4. Assists in providing direction and evaluation toward the improvement of the educational program at the school.

5. Assists in developing evaluation criteria and assumes responsibility for measuring performance of students.

Attachment J

6. Assists the principal in developing curriculum and interpreting same to students, parents, and members of the community.

7. Maintains communication with the principal relating to problems, concerns, activities and achievements of students and staff.

8. Maintains communication between students, parents, staff and the general community.

9. Confers with pupils (and their parents) who exhibit severe academic, social, or emotional problems which adversely affect optimum educational development.

10. Supervises the attendance of students and notifies parents and other agencies of attendance problems when necessary.

11. Counsels students concerning personal and school problems.

12. Suspends pupils when circumstances justify such disciplinary action.

13. Supervises the maintenance of various records pertaining to student behavior and referrals and provides summaries or written referrals to appropriate agencies.

14. Works with students, parents, community and government agencies on problems relating to school attendance, truancy and substance abuse.

15. Assists with playground supervision.

16. Insures that teachers receive adequate and appropriate educational materials.

17. Serves as a member of the management staff.

18. Assumes administrative and supervisory responsibilities of the school in the absence of the principal when designated to do so.

19. Assists with all school-wide testing and monitoring of student achievement.

20. Assists with student activity programs that improve student performance and achievement.

21. Performs other duties as directed by the designated principal.

TERMS OF EMPLOYMENT:

This shall be an eleven month position with salary and benefits established annually by the Board of Trustees. The currently adopted work year, salary and benefit schedule will be found in 7200 BP.

EVALUATION:

The evaluation and assessment of performance of the Learning Director will be conducted annually by the principal in accordance with the provisions of California Education Code, Sections 44660-44665 and Oxnard School District Board Policy 7230.

Oxnard School District
Board Policy Adopted: July 18, 1979; Revised: July 25, 1979; March 28, 1984; June 6, 1984;